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ABSTRACT

This document is a summation of a workshop designed to be a planning experience for ABE training personnel. It also contains a sampling of model training designs developed by the participants for inservice work. The object of the seminar was to provide an overview of relevant techniques and procedures for developing and implementing short-term workshops and two-week institutes. During the three days of the seminar, participants would be actively involved in all phases of a workshop, and extract generalizations which could be used in their own situations. As a means of demonstrating climate setting, each of the six participants was asked to prepare a profile describing their individual members. At the conclusion of this exercise, the seminar director asked the seminar participants to describe the type of climate established. After the design for training was outlined, each of the six working groups was asked to identify problem areas which they wished to consider further. Twelve problem areas were defined by the group. These include: (1) Institutional constraints against planning in advance, (2) How to bring the student to a recognition of his needs without losing him in the process, and (3) How to establish competencies of adult teachers. After the diagnosis of problems, each group was asked to design a model institute. The following format was used by all groups: a description of the general situation where the workshop would take place, including sponsor and financial arrangements. (Author/CK)

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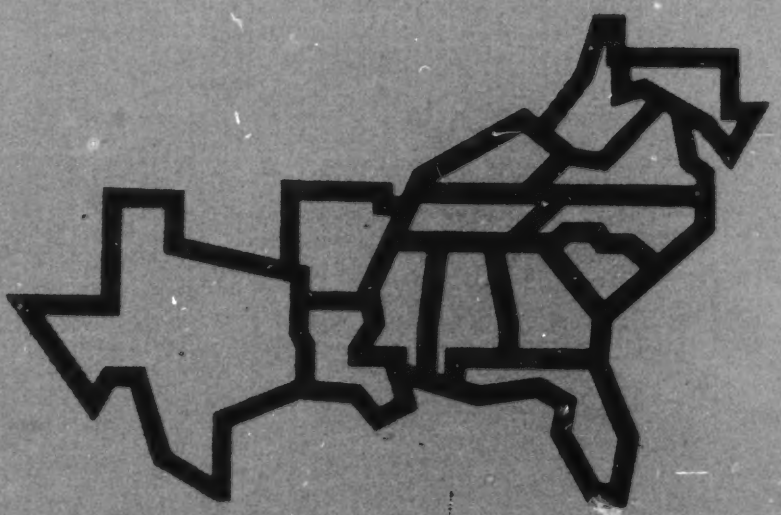
THE PLAN
OF IN-SERVICE WORKSHOPS

A SEMINAR

CONDUCTED BY
SOUTHEASTERN REGION
ADULT BASIC EDUCATION
STAFF DEVELOPMENT PROJECT



Atlanta, Georgia
February, 1971

SOUTHERN REGIONAL EDUCATION BOARD

THE PLANNING OF IN-SERVICE WORKSHOPS

A SEMINAR

The Southeastern Region
Adult Basic Education
Staff Development Project

The Marriott Motor Hotel
Atlanta, Georgia
February 14-17, 1971

The Southeastern Region Adult Basic Education Staff Development Project of the Southern Regional Education Board is funded under Sections 309 (b) and (c) of the Adult Education Act of 1966.

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PREFACE

Since its inception in 1969, the Southeastern Region ABE Staff Development Project has focused attention on the local ABE teacher. This person is primarily a "moonlighter" from the day school program. He is unavailable to the typical graduate degree program, bound as it is to campus course offerings. His needs were different and three distinct types of project activity were developed in response to these differences.

1. ABE teachers would not commute to campus, and so universities and colleges offered resident and extension courses off-campus, wherever there was a sufficient concentration of ABE teachers.
2. ABE teachers wanted help, immediately and conveniently, in the skills of relating to adult learners and so state department of education staff provided one-day in-service training sessions in all areas of each state, using adult education faculty as the primary resource.
3. Rather than full summer-degree-oriented study, ABE teachers felt two-week summer institutes would provide more training relevant to recruiting and retaining adults in the ABE program and so two- and three-week summer courses and institutes multiplied.

A new planning experience for ABE training personnel emerged. "How to provide behavior-changing training in a shortened time period" (one day instead of several, two weeks instead of five or six) became of utmost concern to the state department and university planners and to the project staff responsible for the new pattern of training activities.

The demand for instruction in the skills of planning short and long duration in-service training came from the planners and concerned administrators at every level. This was a technical service the project could provide, and we did. The demand was so great attendance had to be restricted to state department of education and higher educational staff immediately concerned.

We were fortunate to secure the instructional and consultant services of Dr. Malcolm Knowles--a skillful planner and a past master at the art of communicating. We recommend him if you face a training need similar to ours. The attached summation of our workshop and the sampling of model training designs developed by the participants will be an asset to our in-service efforts.

Edward T. Brown
Project Director
March, 1971

BACKGROUND INFORMATION

SEMINAR ON PLANNING

During this current project year more than 300 one, two, and three day workshops designed to meet the in-service training needs of ABE teachers, were conducted in the Southeast. Ten two week summer institutes were held at cooperating college campuses in five of eight states. These institutes were intensive training sessions and provided graduate credit to ABE administrators and teachers.

Members of the project staff visited, and observed many of these workshops and institutes. In an effort to identify their strengths and weaknesses, staff talked with consultants, workshop planners, state department supervisors, institute directors and participants. There was general staff agreement on workshop strengths and weaknesses.

One of the basic and most widely recognized weaknesses was in the planning of training and use of commonly accepted adult education techniques.

The need for training institute and workshop directors in planning and use of adult education procedures was suggested in a meeting with the state directors of Region IV. It was decided the project would sponsor a seminar on planning for those with institute and workshop planning responsibility in the region. The seminar was to provide an overview of relevant techniques and procedures for developing and implementing short-term workshops and two-week institutes.

Initial input relative to dates for the seminar, participants, special content needs and length of time was supplied by the state ABE directors who form the project planning committee.

After collecting all responses from the planning committee, a memo and questionnaire were sent to directors of institutes and workshops and state department supervisors to solicit their inputs for the planning seminar. The questionnaire which these individuals completed identified areas of responsibility for potential seminar participants, and problems they had experienced in planning. This input from the potential participants was very helpful in guiding the seminar's design and content development.

The services of Dr. Malcolm Knowles of Boston University were sought and acquired to direct the three-day seminar. Preston Torrence, a member of the project staff, worked with Dr. Knowles in completing final plans for the seminar and in coordinating seminar activities.

A total of forty persons were invited to participate in the seminar, 18 state ABE supervisors and 22 college and university personnel.

A total of thirty-eight people participated in the seminar which was held at the Marriott Motor Hotel in Atlanta from February 15 - 17.

SEMINAR PROCEEDINGS

Phase I

Setting the Stage

The consultant directing the workshop indicated at the outset that this experience would be a demonstration of the proper use of adult

education techniques. During the three days, participants would be actively involved in all phases of a workshop, and extract generalizations which could be used in their own situations.

Setting the Climate

It is very important to create a situation where people feel they can contribute and recognize their contribution is respected. The atmosphere therefore should emphasize collaboration, mutual help, and an absence of competition. The comfort factor (which includes the decor of the room) is another element in setting a proper atmosphere.

A model climate-setting activity enables the participants to get acquainted and obtain knowledge of the resources and interests of those in attendance. A group profile is a useful method for introducing people and avoiding the tedium of individual descriptions.

As a means of demonstrating climate setting, each of the six participant groups was asked to prepare a profile describing their individual members. They were given 30 minutes for this exercise and asked to induce an atmosphere of creativity and fun in their efforts. The resulting profiles were in the form of: pantomime and graphics, a basketball team, a weather report, and a radio broadcast.

At the conclusion of the exercise the seminar director asked the seminar participants to describe the type of climate established; "calm, loose, warm, relaxed, friendly, and somewhat competitive between groups" were some terms used. There was some question about using this technique with ABE students in view of some of their self concepts. Younger

individuals may be more amenable to this technique. It is important to have sufficient time to develop these presentations.

Phase II

The Design of Training

Climate setting is the initial element in the design of training. After the participants completed that phase the next step was to move into self diagnosis of needs.

At the outset the director distinguished between pedagogy and andragogy.

1. Pedagogy is the art and science of teaching based on experience with children.

2. Andragogy contains new theories developed for adults.

There are four factors or assumptions related to the andragogical method that effect the design of training.

Assumption about the Change in Self Concept

As a human being matures, he experiences a change in the concept of self, moving from dependence to independent self direction. When he reaches an independent self concept or sense of self direction, he is an adult. There are a number of technical implications attendant to this assumption.

1. The need to create a climate where adults feel adult.

2. The need for a teacher to define his role, <u>vis a vis</u> the adults.

(Andragogy defines the teacher's role as a facilitator and guide to the self direction required.)

3. The need to involve adults in the planning of their training or education. The group can provide the content and the leader, the process.
4. The need to correctly diagnose adult needs and interests. In this, a model of behavior should be obtained from learners, teachers, educational institutions and the community. Each has a different set of competencies (knowledge, understandings, skills, interests, and values.) The current level of the development of these behaviors should be ascertained and a profile indicating the strengths and weaknesses in each category obtained. This will enable the adults to have a measure of where they are and where they want to be; it is a mechanism for continuous diagnosis and builds in motivation for learning.
5. The need to establish mutual planning procedures, and objective setting exercises which fully involve students.
6. The need for participatory learning as much as possible
7. The need for evaluation and rediagnosis of needs.

Assumption About the Experiences of Adult Learners

Adult learners represent a greater depth and breadth of knowledge. This means that strict transmittal of information is not relevant and different techniques should be used to get information adults have available. In some instances older people become set in their ways and relaxing activities should be used to facilitate greater exposure

of available group resources. Group dynamic techniques are often used and provide feedback to participants on their behavior in groups.

Assumption about the Readiness of Adults to Learn

Adult learners are not in the same situation of biological response to learning as are younger people. Learning experiences for adults should be related to the next level of experiences that they themselves perform; in any number of the roles they have, for example, a worker must be prepared first to get a job and then to get ahead in that job and then prepare himself for retirement. In order to relate adult learning to other levels of tasks to be performed it is necessary to individualize activities as much as possible and work in small groups.

Assumptions about Orientation to Learning

A child has a knowledge center for learning while an adult is problem centered. A child is trained to use information obtained at some later time while an adult applies information learned immediately. Adults learning experiences should be organized, to deal with their most immediate problems.

Phase III

Identifying Problem Areas

After the design for training was outlined, each of the six working groups was asked to identify problem areas which they wished to consider further. They were particularly asked to designate those problems which were anticipated in using the andragogical principles and techniques in their regular roles. Twelve problem areas were defined

by the group. Each one was listed initially, and then analyzed separately to determine some of the full implications of each problem.

1. Institutional constraints against planning in advance

   Budget and facility constraints are among the most important; in addition, there is the question of the number of credits to be given to any training experience. These constraints can be overcome by using a questionnaire to determine what potential participants would like included in the training, or contacting coordinators directly. Some of the administrative and background planning can be done in advance, while the actual input could be obtained from the questionnaire and at the initial sessions, with the participants. Resource people should be coached in advance, so that they understand what the groups are interested in obtaining, and can use adult education techniques.

2. How to bring the student to a recognition of his needs without losing him in the process

   Both the teacher and the trainer may have individual needs; the success will depend on how well they are able to pool their resources and needs.

   It is important in training to expose teachers to models different from the ones that have been experienced in elementary and secondary education. Such a model will demonstrate to the teachers how they were treated and how they should treat their adult students. It is important in this

process to draw a line between flexibility and permissiveness. The success in drawing the line will be based on the adult educator being honest about his anxieties about group permissiveness. It is better to relate to adults as humans with anxieties, rather than attempting to change them using an authority intervention.

3. How to establish competencies of adult teachers, who establishes them, and how to build a climate with total staff commitment

Differing levels of competency are required and it is important to develop skills against which individuals can match their competencies. Descriptions of competency levels can be obtained, especially what competency levels teachers need, from the individuals themselves, the perceptions of institutions involved, and the society as a whole. All of these flow together into a common pool and individuals should be able to make a choice from them. Because there are so many givens that must be included, it is necessary to practice listening, and choose the items selectively to limit the load of information.

4. The lack of familiarity with the most effective processes in training by adult educators--how to select them, when to use them for different situations

The key factor is how content is organized and the principle of this is the presentation of content in relation to problems, not just presentation of content for its own sake.

5. How to maintain enough flexibility to accept inputs from the groups on objectives for the workshops; how to permit modification from participants.

6. How to achieve fresh inputs from outside resources other than educators

It is important to seek expertise other than from the field of education, people with experience in working with adults who have unique types of expertise, such as psychologists, professionals in communications, and industry. One important consideration is how to build counseling and listening skills within teachers. The use of the ABE students as resources should also be considered. One method of determining what sort of resources to bring is to ask new teachers what they wish to know about a program and build instruction around some of those requests.

7. How can you prepare university personnel to speak most simply and be more realistic.

It was felt that the professor should spend more time in the community, and sit down and discuss problem areas with potential participants. Professors, on the other hand, felt those making demands should be aware of the institutional constraints on course and degree programs. The key to successful use of faculty is making your expectations clear before you ask them to make a presentation.

8. How to involve specialists in the building of a proper climate.

One technique is the "come and stay" approach asking a resource person to come and work with the group rather than have a fixed presentation. At this point, the seminar director indicated that there was a theory attached to large meetings: the learning value of large meetings is directly related to the level of participation. The lowest level would be a speaker talking directly to an audience. The next would be platform interaction, through a dialogue, a discussion, or a panel. The next most participatory would be interviewing a resource person; and then using buzz groups or small groups to determine what questions to ask the resource person. After that is an inductive lecture, allowing the audience to tell resource staff subjects to speak on. Finally, there is a watchdog panel, a representative group selected to check the speaker and ask him to clarify points along the way.

9. How to resolve conflict between indepth versus shotgun or superficial approaches at training sessions

It is important to develop training priorities and use these as a checklist for the types of topics to be covered. Obtaining an indication of group needs and focusing on those is another method of determining which approach to use. In some cases, handouts can be used to more efficiently present certain information. Finally, it is important that workshops be seen as the beginning of need diagnosis and selection of resources, rather than an end of training activity.

10. How to honestly use group (participant) resources effectively and relevantly.

    It is important to train teachers to carry on training after the workshop, and use them as aides to resource persons. It would also be necessary to combine groups of people, such as master teachers, new teachers, and supervisors and use this team approach to begin a process of greater indepth training.

11. How to teach adult education teachers, adult education concepts, when the real problem is how to get the student to pass the GED (pressure on them to show other results)

12. Which is more important, process or product

    The choice here is emphasis on learning to take away (to cover the subject in volume) or to involve students in growth through the process. Without the process, it is unlikely that the product will be obtained.

Phase IV

Workshop Designs

After the diagnosis of problems, each group was asked to take one full day to design a model institute. Three groups worked on the planning of short workshops, and the other three on two-week institutes. The following format was used by all groups:

1. A description of the general situation where the institute or workshop would take place, including sponsor and financial arrangements.

2. Design

   a. Climate setting--including the time schedule if possible

   b. Self-diagnosis of needs

   c. Resource people and how to prepare them--what techniques to use in each part of the design in relation to their participation and what material would be supplied

   d. How to establish a mutual planning process

   e. Sequence of learning experiences

   f. Evaluation and diagnosis

   g. Follow-up procedures

The following six designs were prepared; they are accompanied by the reactions and critiques of them.

GROUP ONE

Tentative Planning for a 2 - 3 Day Workshop on Counseling in ABE

1. Participants -- 60 counselors, new and experienced teachers (1st of several regional workshops within a state)

2. Site -- hotel with informal climate

3. Planning committee to consist of SDE, university staff, local administrators, teachers and counselors (Evening arrival for social-registration)

First Day

9:00 Introductions and goal setting (Climate control to be decided at later planning meeting) Table groups General Session

9:30 View film on orientation to ABE and counseling, then pretest of participants on what they see as main points and problems presented in film

Break

10:30 Tables discuss and select one main problem, each to be posted for entire conference's consideration

Noon Resource people are coached

PM Afternoon session of knowledge input from symposium of: counselor, master teacher, psychologist, sociologist and teacher aide from target group. Felt needs from "survey" of teachers and counselors and stated problems to be pointed up by information on role of resource people

1. Difference between teaching adults and children

2. Difference between adult and adult ABE student counseling problems such as: placement--assessment or testing, job placement retention, empathy, interagency cooperation

Supper at round tables with resource person listed at each table Participants choose one to rap with

Second Day

General Session

Group interview with ABE students "This Is My Life"

Break

Grouping by counselors, new teachers, old teachers, each with resource people, role play and problem solving

Noon — Round tables with same set-up as supper. Rap with resource people

Groupings to continue problem-solving discussion from morning session

Final General Session

1. Film replay

2. Post tests by participants - were problems the same; do they see many more important points now?

3. Handout of written manuals and films available to take home for reinforcing and in-service at local level

4. For those who wish "structured body of knowledge," suggestion by university staff that teachers and counselors take university credit course

GROUP TWO

Elements of Design for the First of Five Weekend Workshops

Activity

Organize through the State Department five weekend workshops (Friday night and Saturday) in which reading is the focus.

Purpose

The primary purpose of this workshop is not to teach reading skills, although these are important. The primary purpose is to bring to the attention of the participants that significant differences exist between teaching children to read and teaching adults to read. We all recognize that the skills in reading are the same for adults and children, but the approach to teaching these skills must be different.

Climate Setting

Thirty participants, 5 groups, 6 per group divide into groups by picking a color out of a hat---then seat yourself at the table of the color you picked.

Each table gets to know each other by listing peoples' interests, etc.

The chairman introduces the total group to each other by asking for an introduction of two or three people per table.

Self-Diagnosis

A self-diagnosis will be obtained partially by a registration form each participant turns in in advance so that needs could be met, and participants grouped (See sample registration form).

Establishing Mutual Planning Process

The emphasis in this workshop will be "Teaching Reading to Adults." The workshop leader is aware that there are many approaches to the problem and that no way is best. In teaching adults we cannot say that one method is the way but it can be a way. It will be the job of the workshop leader to help the participants, in small groups, establish the major areas to be covered. Since this is the design for the first of five week-end workshops it is desirable that participants evaluate and plan from one session to the next, with the workshop leader and each other.

Formulating Objectives

These objectives will be formulated by the workshop leader with the help of the participants as they ask themselves questions such as, what are the problem areas in reading? am I competent in all areas of reading? These questions will be grouped into four major areas: word attack, comprehension, placement (diagnosis) and materials.

Planning Sequence of Learning Experiences

This design is for the first of the five week-end workshops. The participants will have an opportunity to plan the sequence they will follow for the next four meetings. This spacing will give the participants an opportunity to use techniques between sessions.

Conducting Learning Activities

A workshop leader will be present to guide the major activity, but not to lecture. The participants will be involved in practical experiences, such as constructing and administering an informal reading inventory to a participant.

Evaluation and Follow-up

There will be an on-going evaluation as the participants meet for a weekend session and evaluate themself after each session. They also will evaluate themselves as they return to their classrooms.

REGISTRATION

1. Name_____

2. Address_____
Street and No., City, County, State & Zip Code

3. Location, present employment in ABE_____

4. Check level in which presently employed Level I_____ Level II____
Level III____ High School__

5. Indicate in order (1) and (2) your greatest need in reading areas listed below.
Word Attack_____ Diagnosis (Placement)____
Comprehension_____ Materials_____

6. I (will) (will not) be able to attend both days of the workshop on dates indicated.

7. List materials with which you are familiar_____

_____

_____

_____

_____ _____
Date Signature

Reactions From Seminar

1. Climate setting will be accomplished through random group meetings, and self analysis obtained from participants.
2. It is necessary to totally involve all participants in the identification of reading needs, and through a group effort develop the procedure for bringing about changes in teacher performance.
3. It is also necessary to get reactions from local ABE personnel, and make them feel that their impressions have an effect.
4. At the outset it is necessary to obtain a commitment for constant evaluation.
5. The participants determine their objectives at the first meetings, with the assistence of resource personnel. A commitment is developed to work on a product and to see it through to development.
6. The value of the design is that it enables participants to get continuing help on techniques versus straight content. The resource person has to be ready to help make a transition, and act more as a facilitator than a guide or director. Other content can be obtained through campus courses, for example.

GROUP THREE

Three Hour In-Service Workshop

Setting climate in the ABE classroom p

Participants: 40 teachers from one county (new and experienced black and white)

Resources for Planning

State Department Staff

Local Coordinator

Experienced Teachers

Research findings on climate setting in ABE classroom

Personnel Conducting the Workshop

Persons adept in facilitating group discussions.

Teachers who have established successful classroom climates.

Persons skilled in making video tapes.

Rationale for Workshop

1. Research indicates that dropout rate often occurs after initial class meeting of ABE students - climate setting is an important variable.
2. New teachers are continually asking what to do the first night they meet adults students.

Competencies to be Developed and Methods Employed

1. Knowledge that gross differences in the clima'e of a classroom can be created

   Method - Participants are filmed - one group goes to Class I, a second group goes to Class II. A description of what they encounter is as follows: (15 - 20 minutes video taping)

Class I - Poor climate setting.	Class II - Good climate setting.
Group I will find the meeting room; no one will greet them at the door. The class contains a lecture stand and structured seating. Director enters - calls the group to order initially instructs them to answer several questions on paper before the speaker lectures to them on climate setting.	Group II given a welcome sheet on entering the building with directions to their room; greeted at the door of the meeting room. Coffee available. Seats arranged in circular fashion. Several of the returning teachers have been instructed to befriend new teachers. When director begins, he suggests a buddy system approach for introduction of the participants.

Filming steps - Both groups are informed that this workshop beginning was experimental. 10 minutes is taken to assemble groups. The large group reviews both films for 40-45 minutes

2. Insight and understanding

Methods - The participants of the workshop experienced different initial climates and after seeing the two films should have more insight into the different ways of setting a climate. However, to increase their insights and understanding five groups of eight people meet for one hour to:

a) discuss films;

b) suggest approaches for climate setting, read some case studies and critique them in reference to the climate setting illustrated in these studies.

The whole group reconvenes for reports of individual group meetings.

Evaluation

1. Questions concerning this experience for participants to answer.
2. During group reports, any feedback from other participants should be recorded by staff.
3. The work done in groups should be collected by staff so that a handout could be prepared for all participating teachers.

Follow Up

Teachers should be informed that their supervisors will visit their classrooms after the first ABE class to assess their feelings about that initial meeting. A formal survey could be taken to actually determine the dropout rate between the first night and several other class meetings. The films made could be used in other workshops conducted in the state. This workshop could be one in a series for new and experienced ABE teachers.

Reactions From Seminar

1. The entire session is designed as a laboratory for the types of climate to be set. One of the features of it is an evaluation of how well the material was covered, and the feedback resulting from it.
2. This sort of experience will help teachers develop empathy for the reactions that ABE students have when they enter a classroom.
3. One interesting bit of research would be to examine the classes of each group of teachers after they begin teaching and ascertain the dropout rate.

GROUP FOUR

A. Rationale for Seminar

1. Lack of trained and experienced personnel in ABE counseling
2. Teacher's insecurity in counseling
3. Type of adult experiences often require referral sources for counseling
4. Teacher's have indicated a need for further training in the area of counseling

B. Target group = 30 teachers

Criteria for selection - not yet identified

C. Funding - State Department of Education

D. Sponsorship - State Department of Education, university

Counseling/Guidance Function

Objectives:

I. Develop skills in determining major realistic areas of concern in ABE:

a) Sources of influence which affect ABE students

b) Skill in identifying real interests and aspirations of ABE students

c) Skill in translating personal goals into realistically achievable goals for ABE students

II. Knowledge diagnosis and placement (tools and techniques)

Skill in use of diagnostic materials and how to plan the utilization of appropriate materials.

III. Knowledge component; basic theory and approaches to counseling
Skill component: practice by role-playing and actual counseling of ABE students

IV. Knowledge of local community resources - Skills in identifying community resources and use as part of curriculum plus future referral uses

V. Skill in serving as a local resource for teacher-training in the area of counseling

ABE Clientele — Community Resources

Counseling
Theory
&
Techniques
(Diagnosis proved - social, vocational, occupational)

I. Climate Setting

A. Physical elements

1. Double check to insure lighting, seating facilities, housing, etc. are adequate.

2. Have a variety of refreshments available

B. Psychological

1. Through pre-planning committee made up of
a) staff
b) resource persons
c) select group of particiapnts

A. To develop planning inputs and become local salesmen of the need for future training

B. Develop surveys = bring to teacher's awareness that a problem exists (build interest in the area of concern)

2. Staff director practices
a) climate setting
b) provides knowledge about basic principles used in climate setting
c) urges practice of climate setting by staff during staff meeting

F. Present list of competencies prepared by staff and resource people based on A. (above)

G. Break up into small groups and set priorities - elect representatives to advisory committee (staff representatives and small group representatives)

H. Advisory group - works out a compromise

I. Compromise is presented to group by speaker and panel

J. Reproduce list of competencies and distribute them

K. Each participant must rate himself on each competency (2 copies)

L. One copy turned into Advisory Planning Staff - compile information and set priorities (one copy held by participant)

III. Setting Objectives

Utilize competencies to establish objectives by priority

IV. Learning Activities

A. Random groups with resource people to develop relevant learning activities. Representatives go back to advisory planning group (staff, small group representatives & resource people) and

1. Develop a common list of suggested alternatives with learning activities, supplementary areas of work for high priorities first, then lower priorities (advisory group)

2. Present proposed activities to total group by speaker and panel.

B. Select top priorities which will be implemented first - using combination of large group and small group techniques.

F. Present list of competencies prepared by staff and resource people based on A. (above)

G. Break up into small groups and set priorities - elect representatives to advisory committee (staff representatives and small group representatives)

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1. Develop a common list of suggested alternatives with learning activities, supplementary areas of work for high priorities first, then lower priorities (advisory group)

2. Present proposed activities to total group by speaker and panel.

B. Select top priorities which will be implemented first - using combination of large group and small group techniques.

C. Take lower priorities - implemented as time allows, particularly on an individual or small interest group level.

V. Conduct of Learning Activities

Top priorities for large group through many techniques

Lower priorities covered by individual techniques and/or small interest group

VI. Evaluation

Follow up

A. Number of contact hours with other teachers

B. Short one-day conference -- Problems identified by survey and handled by panel of resource people.

C. Present referral and community resources identified and utilized (a written document)

D. Discuss possibilities of moving out of local systems to others system

Reactions From Seminar

1. Preplanning is used to sell or stimulate interest in training programs, and develop a willingness to acknowledge problems in sensitive areas.
2. Certain exercises are used to train participants as listeners; much of this is done in climate setting, through such things as attention to non verbal cues and how participants wish to be "called".
3. The planning group functions to temper the scope of objectives.

GROUP FIVE

Teacher Trainer Materials Institute

Purpose

To prepare ABE teachers as trainers in locating, evaluating, and using ABE classroom materials

Source of Request

Survey of practicing ABE teachers in state

Source of Funding

SREB, State Department of Education, University.

Sponsors

SREB, State Department of Education, University, local school systems.

Participants

60 ABE teachers who must:

1) Be committed to work in program next year
2) Be willing to participate in conducting similar local or regional workshops in state
3) Be regionally representative of existing programs in state
4) Have a minimum of two years' ABE teaching experience

Recruitment

State Department of Education

Planning

1) Advance questionnaires sent out to participants

2) Planning committee --- representatives of local school systems, State Department of Education, University, (resource personnel).

Climate

Attempt to establish a warm feeling of mutual inquiry (assess group for means)

Self-Diagnosis of Needs

Establishing Mutual Planning Process

Formulating Objectives

Planning a Sequence of Learning Experiences

Conducting Learning Experiences

Evaluation

1) Daily evaluative device as additional feedback to assess progress

2) General evaluation instrument at end of institute

Reactions From Seminar

1. The planning council operates regularly to receive reactions from participants.
2. Participants set up criteria for material evaluation.
3. One of the important selection criteria for participants is two years of experience; people with experience are selected because they can become resource persons who would conduct workshops in other parts of the states. They are more capable of material selection. Teachers chosen would be selected initially by the superintendents and approved by the state department of education.
4. This training is designed to change the already established material selection process.

GROUP SIX

Second Level Institute at University of Tennessee

August 2 - 13, 1971 for selected ABE teachers to improve skills and competencies in teaching reading to adults in ABE programs in the state of Tennessee.

Background

There was a first level institute in the summer of 1970 involving 60 ABE teachers. "Introduction to Problems of Teaching Reading to Adults." Resource people for the Institute were available within the university setting and served as a nucleus for the training staff. The participants of last summer's institute have been involved in learning experiences to improve the skills and competencies of other ABE teachers who did not participate. A reading specialist has worked with them and local coordinators in organizing in-service training programs.

Planning - Phase I

A. "Organizing the Planning Team"

-representatives from among participants of last summer's institute

-ABE supervisors

-University Personnel

-Resident consultants

B. The planning team identified its tasks as follows:

-to formulate objectives of 1971 institute and to build in a means for evaluation

-to develop the institute

-to outline responsibilities of planners (in detail), e.g.

a. publicity

b. liaison with local programs, university, etc.

c. arrange physical facilities

d. budget - stipend, etc.

e. keeping participants (those selected for 2nd level institute) informed

-to establish deadline for notification of participants . . .

C. Administrative Procedures

1. Who?

30 participants selected from among last summer's

60 participants

2. When?

August 2 - 13

2 days in December

1 day in April

3. Where?

University of Tennessee

4. Why?

a. The need for improving skills still exists

b. A need for indepth training on the part of those who participated last summer

c. A need for more resource people to provide in-service training

Planning - Phase II - Categories of Concern

A. Institutional Concerns

1. Competencies in teacher training

2. Competencies and skills in:

word attack

comprehension

selection of materials

diagnosis of reading difficulties

3. Integrating teaching of reading with other subject areas. Out of these concerns come these objectives: "To develop skills and competencies in word attack, comprehension, selection of materials, diagnosis of reading difficulties."

B. Evaluation of last year's institute in terms of its impact of this year's programs

1. interviews and discussions with some of last year's participants

2. an instrument sent to each of last year's participants

3. review already available through evaluative instruments of last year's institute

C. Input from ABE teachers who did not participate in last year's institute

D. State Reports of ABE activities 1970 - 71 . . .

E. Research regarding teaching reading to adults

Planning Phase III

Scheme of 1971 Second level institute

A. Setting climate

-re-acquainted

-re-oriented

-objectives of institute (from the point of view of planners, the directors)

-Divide the 30 participants into small groups to identify their needs and interests, feedback from each small group to total institute and staff. This gives ego involvement and reconciles expectations.

B. Content - To organize learning experiences that promote the objectives of the institute. This to be done by using the psychological order (andragogical) as opposed to strictly following the logical order. Participants are actively involved.

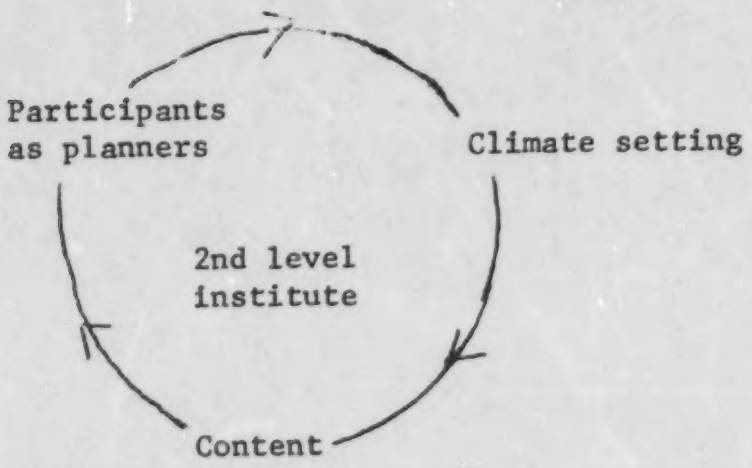
1. Participants engage in planning (simulated) workshops, in-service programs for 1971 - 72.

2. Report back to total institute what they have planned

3. Critique

4. Revisions

5. Execution of planning (simulated)



Andragogical teaching - learning situations

C. Provide ongoing evaluation during institute and during 1971 - 72.

Reactions From Seminar

1. Workshops should be seen as one phase of a continuous training process, where there are individual sessions to follow during the year.
2. In order to make sure that institute operates effectively, planning should begin at an early point during the year, and there should be extensive coaching of resource personnel.
3. The consultants responsibility would be to deal with the sequence and nature of the learning activities, while the participants make the major inputs as far as content is concerned.

Participants Reactions To Seminar

Evaluation

A discussion was held following the presentation of evaluation questions, and a number of reactions presented by participants.

1. A need for more participant involvement in pre-planning was expressed.
2. While the general facilities of the meeting area were quite good, the rooms used were considered inadequate, and not at all conducive to good planned work.
3. There was general support of the resource person chosen for the workshop, and the job done by him. However, there was some group feeling as to whether the consultant had been honest in terms of his use of adult education techniques with the group.
4. The participants generally felt they had gained more confidence in use of the participant involvement method and interaction in conducting adult learning programs. They especially appreciated the individual interaction that had been developed at the seminar.
5. There was some feeling that specific enough guidelines had not been provided as to a workshop structure to enable a complete transfer to the home situation.

After reviewing these suggestions, the consultant conceded that it might be necessary to make some design revisions for a future workshop of this type. This would involve establishing a clear cut

competency model for the workshop director, and providing evaluation of the workshop in light of those competencies. Feedback should be more explicit, as well as the decisions to modify the workshop design..

Closing Statement

At the conclusion of the seminar, the consultant pointed out his chief aspiration in all learning experiences: that they be springboards to continuing education, and that they leave participants unsatisfied but secure to experiment, with ideas to experiment, questions to answer, and a notion of where to get the answers.

EVALUATION

The following are sample evaluation questions developed by participants at the close of the seminar. They were asked to:

1. Devise evaluation questions and provide answers to these questions
2. Indicate some unresolved issues
3. Recommend some ways of meeting unresolved needs

Group I

1. Did participants understand workshop objectives?
2. Were all of principles of andragogical process demonstrated?
3. Was continuing climate control in evidence?
4. Were any problems answered or are we just talking problems?
5. Did the resource people for this conference have enough information provided them by the planners?
6. Were the resource persons invited adequate?
7. Why did you organizers not feel adequate to serve as the resource persons yourselves?

Group II

1. Have skills in institute planning been improved?
2. Were principles (skills) used in this workshop?
3. What opinion of contribution of resource person?
4. Were physical facilities adequate?
5. Were time schedules for meetings satisfactory?
6. Were workshop objectives met?
7. Was initial climate setting adequate?

Group III

1. Have we learned anything about conducting short institutes and seminars?
2. What have we learned?
3. What were the unresolved issues?

Group IV

1. Were the participants involved enough in pre-planning?
2. Was the physical setting conducive to the conduct of the workshop?
3. Was there adequate time to conduct the work of the workshop?
4. Did the resource person contribute to the success of the workshop?
5. Did the participants contribute to the success of the workshop?
6. To what extent is what we have learned transferable to our specific situation?

APPENDIXES

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THE DESIGNING OF TRAINING

Malcolm S. Knowles

A. Some assumptions we make about adults as learners and their methodological implications.

1. Adults enter a learning activity with an image of themselves as self-directing, responsible grown-ups, not as immature, dependent learners. Therefore, they resist situations in which they are treated with disrespect. Implication for methodology: if adults help to plan and conduct their own learning experiences, they will learn more than if they are passive recipients.

2. Adults enter a learning activity with more experience than youth. Therefore, they have more to contribute to the learning activity and have a broader basis of experience to relate new learning. Implication for methodology: Those methods which build on and make use of the experience of the learners will produce the greatest learnings.

3. Adults enter a learning activity with a different readiness to learn and different developmental tasks than youth. Implication for methodology: the appropriate organizing principle for adult learning experiences is developmental sequence primarily and logical subject development only secondarily.

4. Adults enter a learning activity with more immediate intentions to apply learning to life problems than youth. Therefore, adults require practical results from learning. Implication for methodology: adults will perceive learning experiences that are organized around life problems and being more relevant than those organized around subject topics.

B. Some conditions conducive to learning.

THERE ARE SUPERIOR CONDITIONS OF LEARNING

Conditions of Learning	Principles of Teaching
The learners feel a need to learn.	1) The teacher exposes students to new possibilities for self-fulfillment.
	2) The teacher helps each student clarify his own aspirations for improved behavior.

	3) The teacher helps each student diagnose the gap between his aspiration and his present level of performance.
	4) The teacher helps the students identify the life problems they experience because of the gaps in their personal equipment.
The learning environment is characterized by physical comfort, mutual trust and respect, mutual helpfulness, freedom of expression, and acceptance of differences.	5) The teacher provides physical conditions that are confortable (as to seating, smoking, temperature, ventilation, lighting, decoration) and conducive to interaction (preferably, no person sitting behind another person).
	6) The teacher accepts each student as a person of worth and respects his feelings and ideas.
	7) The teacher seeks to build relationships of mutual trust and helpfulness among the students by encouraging cooperative activities and refraining from inducing competitiveness and judgmentalness.
	8) The teacher exposes his own feelings and contributes his resources as a colearner in the spirit of mutual inquiry.
The learners perceive the goals of a learning experience to be their goals.	9) The teacher involves the students in a mutual process of formulating learning objectives in which the needs of the students, of the institution, of the teacher, of the subject matter, and of the society are taken into account.
	10) The teacher shares his thinking about options available in the designing of learning experiences and the selection of materials and methods and involves the students in deciding among these options jointly.
The learners participate actively in the learning process	11) The teacher helps the students to organize themselves (project groups, learning-teaching teams, independent study, etc.)

The learning process is related to and makes use of the experience of the learners.	12) The teacher helps the students exploit their own experiences as resources for learning through the use of such techniques as discussion, role playing, case method, etc.
	13) The teacher gears the presentation of his own resources to the levels of experience of his particular students.
	14) The teacher helps the students to apply new learnings to their experience, and thus to make the learnings more meaningful and integrated.
The learners have a sense of progress toward their goals	15) The teacher involves the students in developing mutually acceptable criteria and methods for measuring progress toward the learning objectives.
	16) The teacher helps the students develop and apply procedures for self-evaluation according to these criteria.

C. Matching methods to objectives in terms of kinds of change:

Type of Behavioral Change	Most Appropriate Methods
KNOWLEDGE (Generalizations about experience; the internalization of information)	Lecture, panel, symposium Reading Audio-visual aids Book-based discussion Programmed instruction
INSIGHT AND UNDERSTANDING (The application of information to experience)	Feedback devices Problem-solving discussion Laboratory experimentation Exams and essays Audience participation devices Case problems
SKILLS (The incorporation of new ways of performing through practice)	Practice exercises Practice role-playing Drill Demonstration Practicum
ATTITUDES (The adoption of new feelings through experiencing greater success with them)	Reverse role-playing Permissive discussion Counseling-consultation Environmental support Case method

VALUES (The adoption and priority arrangement of beliefs)	Biographical reading and drama Philosophical discussion Sermons and worship Reflection
INTERESTS (Satisfying exposure to new activities)	Trips Audio-visual aids Reading Creative arts Recitals, pageants

D. Designing formats for learning

a. Selection of learning activities

(1) General sessions

(a) Platform presentations
-Speeches, research reports, book reviews
-Group interviews
-Panels, symposiums, debates
-Audio-visual aids, dramatizations
-Demonstrations

(b) Audience participation
-Listening teams
-Reaction panels
-Audience role-playing
-Buzz sessions
-Question and answer
-Group reports
-Open discussion
-Inductive lecture
-Skills exercises
-Case problem discussion
-Trial consultation

(2) Work Groups

(a) Laboratory groups
(b) Special interest groups
(c) Problem-solving groups
(d) Discussion groups
(e) Planning groups
(f) Instructional groups
(g) Research and evaluation groups
(h) Skill practice groups
(i) Consultation groups
(j) Operational groups

(3) Reading

(4) Consultation and counseling

(5) Workshop

(6) Recreational activities

b. Elements of design

(1) Sequence (movement)
(2) Continuity (line)
(3) Unity (coherence)
(4) Rhythm (pace)
(5) Color (spirit)
(6) Climate (feeling)
(7) Creativity (uniqueness)
(8) Involvement (ego-identification)

Worksheet on Characteristics of Adults as Learners

Characteristics	Things we do that comply	Things we do that deny
1. Image of self as self-directing, self-respecting organism		
2. Greater volume of experience		
3. Different kind of experience and developmental tasks		
4. Concern for application to life problems		

Seminar on Workshop and Institute Planning

Feb. 15, 16, and 17, 1971

Participants

Adolino, Mr. Anthony L. (University) Fort Lauderdale, Florida

Barrett, Mr. Charles (State Department) Raleigh, North Carolina

Bates, Mr. Charles (State Department) Cleveland, Tennessee

Brock, Mrs. Jeanne D. (State Department) Tallahassee, Florida

Brown, Mr. Robert (State Department) Frankfort, Kentucky

Burrichter, Dr. Arthur (University) Boca Raton, Florida

Byers, Mr. Edgar (University) Auburn, Alabama

Carter, Mrs. Nancy (University) Frankfort, Kentucky

Duncan, Mr. B. F. (State Department) Jackson, Mississippi

Dutton, Dr. Don (University) Memphis, Tennessee

Farrell, Dr. James E. (University) Nashville, Tennessee

Fenn, Mr. Edgar (University) Tallahassee, Florida

Fuller, Mr. Tommy (State Department) Atlanta, Georgia

Halverson, Dr. M. Brent (University) Statesboro, Georgia

Hammett, Miss Nancy (State Department) Columbia, South Carolina

Holt, Mr. Charles (State Department) Lawrenceburg, Tennessee

Hornsby, Mr. Leon L. (State Department) Montgomery, Alabama

Hurley, Dr. Mildred (University) Nashville, Tennessee

King, Mr. Harry (State Department) Atlanta, Georgia

Keple, Mr. Donald (University) Athens, Georgia

La Forrest, Dr. James (University) Carrollton, Georgia

Lamb, Mr. Charles (State Department) Tallahassee, Florida

Marshall, Mr. Robert L. (University) Albany, Georgia

Moore, Dr. Dan (University) Boone, North Carolina

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Mosley, Mrs. Katherine S. (University) Jackson, Mississippi

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Pike, Mr. Robert (State Department) Frankfort, Kentucky

Ray, Mr. Ronald (University) Orangeburg, South Carolina

Rose, Dr. Harold (University) Morehead, Kentucky

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Kozoll, Dr. Charles E. SREB, Atlanta, Georgia

Torrence, Dr. Preston E. SREB, Atlanta, Georgia

Seminar on Workshop and Institute Planning

Work Groups

Feb. 15, 16, and 17, 1971

Short Term

Group I

Adolino, Mr. Anthony L.

Barrett, Mr. Charles

Brock, Mrs. Jeanne D.

Halverson, Dr. M. Brent

Nave, Dr. Wallace

Pike, Mr. Robert

Small, Dr. Hazel

Smith, Mr. Ralph

Group II

Burrichter, Dr. Arthur

Fenn, Mr. Edgar Jr.

Hammett, Miss Nancy

Hornsby, Mr. Leon L.

Hurley, Dr. Mildred

Rose, Dr. Harold

Scaglione, Mr. Thomas

Group III

Byers, Mr. Edgar

Fuller, Mr. Tommy

Holt, Mr. Charles

Palmer, Dr. Robert E.

Seaman, Dr. Don

Smith, Miss Judy

Two Week

Group IV

Bates, Mr. Charles

Brown, Mr. Robert

King, Mr. Harry

Snyder, Dr. Robert

Walden, Mr. Robert

Group V

Carter, Mrs. Nancy

Dutton, Dr. Don

Keple, Mr. Donald

Marshall, Mr. Robert L.

Moore, Dr. Dan

Morrison, Dr. Marshall

Wommack, Mr. Hines

Group VI

Duncan, Mr. B. F.

Farrell, Dr. James E.

La Forrest, Dr. James

Lamb, Mr. Charles

Mosley, Mrs. Katherine S.

Peters, Dr. John M.

AGENDA

Monday, February 15, 1971

9:00 - 10:30	Welcome & Introduction Dr. Preston Torrence Remarks Dr. Edward Brown Climate Setting Dr. Malcolm Knowles Get Acquainted Sessions: Table Group Profile Planning and Presentations
10:30 - 10:45	Coffee Break
10:45 - 12:00	Andragogy: Input and Diagnostic Exercise
12:00 - 1:30	Lunch
1:30 - 2:00	Table Group Problem Identification and Questions Re: Andragogy
2:00 - 2:45	Table Group Dialogue Dr. Malcolm Knowles
2:45 - 3:00	Coffee Break
3:00 - 3:30	Process and Models of Program Design Dr. Malcolm Knowles
3:30 - 4:30	Table Group Meetings: Draft Designs for Institutes and Workshops (Groups will select a recorder and reporter)

Tuesday, February 16, 1971

9:00 - 10:00	Progress Reports and Critiques of Table Group Designs
10:00 - 10:15	Coffee Break
10:15 - 12:00	Complete Table Group Designs
12:00 - 1:30	Lunch
1:30 - 3:00	Reports and Critiques of Short-term Workshop Group Designs
3:00 - 3:15	Coffee Break
3:15 - 4:30	Reports and Critiques of Two-week Summer Institute Table Group Designs

Wednesday, February 17, 1971

9:00 - 10:00	Evaluation and Problem Census Dr. Malcolm Knowles
	a. Table Group Discussions
	b. Table Group Reports
10:00 - 10:15	Coffee Break
10:15 - 12:00	Problem Clinic
12:00 - 1:30	Lunch
1:30 - 3:00	Continuation of Problem Clinic
3:00 - 3:30	Evaluation

METHODS, TECHNIQUES AND PROGRAM DEVELOPMENT

Adult Education Association. LEADERS' DIGESTS Numbers 1, 2, and 3. Washington: The Association.

Adult Education Association. LEADERSHIP PAMPHLETS. Washington: The Association.

P 1 HOW TO LEAD DISCUSSIONS
P 2 PLANNING BETTER PROGRAMS
P 5 HOW TO TEACH ADULTS
P 6 HOW TO USE ROLE PLAYING
P 8 TRAINING GROUP LEADERS
P 9 CONDUCTING WORKSHOPS AND INSTITUTES
P 11 CONFERENCES THAT WORK

Beckhard, Richard. (ed.). CONFERENCES FOR LEARNING, PLANNING, AND ACTION. NTL Reading Series Washington: National Education Association, 1962.

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